U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Dr. Todd Michael Benben
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name North Glendale Elementary School
(As it should appear in the official records)

School Mailing Address 765 North Sappington Rd
(If address is P.O. Box, also include street address.)

City Kirkwood   State MO   Zip Code+4 (9 digits total) 63122-3257

County   St. Louis County   State School Code Number* 096-092

Telephone 314-213-6130   Fax 314-213-6173
Web site/URL   E-mail
http://northglendale.kirkwoodschools.org/pages/North_Glendale_   Todd.Benben@kirkwoodschoo
Elementary   ls.org

                        Facebook Page https://www.facebook.com/pages/North-
                        Glendale-Elementary-Kirkwood-School-
Twitter Handle ____   District/164574810303428   Google+ _____
                                                                   Other Social Media Link
YouTube/URL _____   Blog _____   _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr Tom Williams   E-mail:
                                                          thomas.williams@kirkwoodschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kirkwood School District   Tel. 314-213-6100
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. E.J. Miller, Esq
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>5</u> Elementary schools (includes K-8)
   (per district designation):   <u>2</u> Middle/Junior high schools
                                         <u>1</u> High schools
                                         <u>0</u> K-12 schools

                                         <u>8</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>8</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	47	46	93
1	52	39	91
2	51	50	101
3	51	42	93
4	42	46	88
5	53	38	91
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	296	261	557

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 2 % Asian
                                          12 % Black or African American
                                           4 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                          79 % White
                                           3 % Two or more races
                                     100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	14
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	531
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %
                                                       11 Total number ELL
    Number of non-English languages represented: 6
    Specify non-English languages: Swahili, Vietnamese, Somali, Spanish, Chinese, Haitian

8. Students eligible for free/reduced-priced meals: 17 %

    Total number students who qualify: 96

    If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>10</u> %

  <u>57</u> Total number of students served

  Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	24

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

"As a learner at North Glendale, I will be: cooperative, respectful, responsible, honest, and I will persevere!"

Every morning five hundred sixty students and more than fifty staff members at North Glendale Elementary recite this pledge simultaneously, understand it and live every word of it. These core values are the essence of what happens daily at North Glendale to support our school mission. The focus of our entire learning community is to provide a safe, nurturing environment, characterized by a passion for learning in which all staff collaborates to stimulate and challenge students, empowering them to become life-long learners and productive members of society. This mission is made possible by outstanding leadership, talented staff members, involved parents and a supportive community.

North Glendale Elementary is an exceptional school filled with diverse, eager learners in kindergarten through fifth grade. Our school, founded in 1938, is located in the heart of Glendale, Missouri, a suburb of St. Louis. In 2012, as a result of a community-supported tax increase, we were able to welcome over 150 new students, including five sections of kindergarten students. At that time the concern in the community was that the smallest school in the district had now become the largest. Our little school was going to become too large and the personalization was going to diminish. To best ensure the success of this immense transition, our kindergarten teachers made home visits to each incoming student and the new families met on the playground with popsicles to build relationships. Currently, as you walk through the doors at North Glendale, you get a true feeling of love and belonging. At a recent Board of Education meeting, the members spoke of the intimate, nurturing atmosphere still present in our learning community.

North Glendale is blessed with strong leadership, which makes our school feel and function like a family. Our principal and assistant principal are present in every classroom, every day, where they interact with each member of our learning community. Our principal is a communicator, relationship builder and forward thinker who challenges his staff members to do "whatever it takes" for our learners.

Our staff members are both leaders and learners engaging our 21st century students. We have a learning community based on trust. Therefore, every staff member lives with norms that have been established during our courageous conversations: stay engaged, speak your truth, experience discomfort, expect and accept non-closure, and listen for understanding. Teachers seek opportunities to better educate students and each other. Examples are: individualized instruction, whole staff learning, gender study, transition into Common Core State Standards, advanced technology integration, Courageous Conversations about Race, Olweus Bullying Prevention and growth mindset. We believe peer coaching to be a powerful learning tool as evident through cross grade level classroom observations and staff mentoring. We are committed to the development of the whole child. The expertise of our counselors, social worker, psychologist, and administrative team supports the social and emotional development of our children while our art, music and physical education specialists develop their multiple intelligences through creativity, movement and music.

North Glendale values equity and diversity within our staff and students. Our multi-aged family groups meet monthly and address service learning and character education. The Sista Girl/Brotherman groups develop relationships and experiences where our children can both value their differences and be empowered by them. Our Believing is Seeing volunteers are committed to the learning of all students and go out into our community weekly for necessary after school tutoring. Our staff has participated in an ongoing book study on Courageous Conversations About Race. We have invited community members to speak and share their lens of diversity in our suburban setting.

Within the North Glendale tapestry there runs a vital thread of parent and community support and involvement. Within this tapestry, our traditions run deep. Our Parent Teacher Organization provides the means for extra-curricular activities and social events such as: study trips, Field Day, Kids Trivia Night and Trunk or Treat. They have provided technology, surround sound systems in every classroom and are present daily in our rooms to support learners. Our annual school dance invites families to the gym to socialize and build relationships. We have Trivia Nights for both the students and parents and include a silent/live auction as a major fundraiser. The City of Glendale joined a partnership with our school to build a state of the art

playground that serves both our students and the community of Glendale. Specific traditions such as the Halloween Walk attract the entire city of Glendale to line the streets and watch our children march in costume while the Glendale police proudly lead the way!

Through hard work, purposeful instruction and the combined efforts of community, staff and students North Glendale has become the place where families want to be and teachers want to teach. We desire the honor of becoming a National Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Our North Glendale mission is to empower our students to persevere as lifelong learners and to be cooperative, respectful, responsible and honest. Likewise, our entire learning community possesses a shared commitment to promote high expectations for all students and staff. Each school day, students strive for excellence in all that they set out to accomplish by reciting our school motto: Learn like a champion today and every day. Armed with love, empathy, compassion and a genuine desire to build positive relationships with each and every child, our staff is dedicated to cultivating a culture of educational equity in which every North Glendale student is expected to overcome obstacles and to excel in all that they set out to accomplish. One of our school improvement goals is for all students to improve their score on the Missouri Assessment Program (MAP) test. Another school improvement goal is to have at least eighty percent of our students score proficient or advanced in English Language Arts (ELA) and Math (although our ultimate goal is for 100% of our students to be proficient or advanced) coupled with a 5% increase in the number of African-American students scoring proficient or advanced in ELA, a 5% increase in the number of African-American students scoring proficient or advanced in Math, as well. We aim for the number of students scoring in the advanced categories in Math to improve by 1% in all grade levels. Thus, our school improvement goals are aligned with the Missouri state standards that all students perform at proficient (at or slightly above grade level) and/or advanced levels.

b) When we look at the overall trends, our student population demonstrates excellent results on the MAP test. We consistently score above the state average and also make positive growth. For example, in 2009, 75% of students (grades 3-5) scored proficient or advanced on the MAP test. Last year, 80% of students (grades 3-5) were proficient or advanced. Also, for the past five years, our fifth grade students have been in the top twenty for their performance on Missouri state standardized tests. Another example of a positive trend is that 88% of fifth graders scored proficient or advanced on the Math MAP compared to five years ago when only 78% scored proficient or advanced.

As a school, we have spent a tremendous amount of time and energy in our efforts to close the achievement gap between our Caucasian and African-American students. While we have made some gains, the achievement gap still exists. Yet, we have seen significant growth in the achievement of our African-American students. One data point shows that in 2009 only 20% of African-American fifth grade students were proficient or advanced on the ELA section of the MAP test. However, in 2013, 77.8% of African-American fifth grade students were proficient or advanced. Another data point shows that in 2009 only 6.7% of African- American fifth graders were proficient or advanced on the Math section of the MAP test. However, in 2013, 56.6% of fifth grade African-American students were proficient or advanced.

When focusing on the performance of the same group of students on standardized assessments over a given period of time, we also see positive trends. In 2011, only 41.7% of African-American students in third grade were proficient or advanced on the Math MAP test. However, 66.7% of that same group of students scored proficient or advanced as fifth graders in 2013. Although we are pleased with these positive trends, we still recognize that our work is not finished, not only as it pertains to our African-American students but to additional subgroups as well; such as our Free and Reduced Lunch and IEP students. Noting their progress over time, we found that in 2011, 66.7% of our 3rd grade IEP students were proficient or advanced on the Math MAP test, but only 33% of these same students were proficient or advanced as 5th graders in 2013. However, our IEP students did show gains on the ELA section of the MAP test with 33.4% scoring proficient or advanced as 3rd graders in 2011 and 50% scoring proficient or advanced as 5th graders in 2013. Likewise, in 2011, 37.5% of our 3rd grade Free and Reduced Lunch students were proficient on the Math MAP test and 50% were proficient as 5th graders in 2013. On the ELA section of the MAP test, 50% of our 3rd grade Free and Reduced Lunch students were proficient or advanced yet 70% scored proficient or advanced as 5th graders in 2013.

We will continue to implement numerous strategies to ensure the success of ALL students. Our practice of early identification and documentation of students in need of support has made a profound difference. We regularly monitor student progress and adjust interventions, as the student's needs change. We identify students in need of academic support (focusing on ELA and Math) and who possess social-emotional and/or physical needs, as well as families in need of support. Our classroom teachers, special education teachers, specials teachers (physical education, art, music, gifted), teacher assistants, educational support counselor, administrators (principal, assistant principal, counselor) and literacy and math specialists work together to support the needs of our students and families.

We offer a variety of interventions including small group instruction in which our literacy and math specialists target areas of weakness and also work with classroom teachers to make sure the daily curriculum is relevant and rigorous. For students who have social-emotional needs, our counselors provide whole class and small group lessons. We also offer after school interventions that include STARS (a math program that targets specific students for intense math support) and parenting classes utilizing Love and Logic. Our staff also sponsors and volunteers at Believing is Seeing, an after school tutoring program at the First Baptist Church of Meacham Park (the community where the majority of our African-American students reside).

Moreover, we believe that the growth students have made on the standardized assessments is due to our targeted interventions and our focus on the whole child. The words of Joseph Murphy epitomize the spirit of our philosophy: "While the achievement gap literature defines equity in terms of groups, the reality is that equity must be determined one student at a time."

2. **Using Assessment Results:**

North Glendale Elementary School uses a wide variety of assessments to inform instruction and meet the needs of each student. Our building-wide intervention team, including classroom teachers, specialists, administrators and interventionists, review data regularly to ensure that each student is making progress and is receiving the instruction needed to achieve at the highest level possible. At North Glendale, we use the Response to Intervention (RTI) model. Our assessment data helps us identify students that need Tier I (core) instruction, Tier II (targeted) instruction, or Tier III (intensive) instruction.

In August, January and May, we administer nationally normed AIMSWEB assessments in reading and math. Our intervention team reviews and analyzes the AIMSWEB data, along with classroom assessments, MAP results and Edison scores. This data gives us an overall picture of each student's strengths, areas of weakness and ongoing progress. For students needing remediation, interventionists administer further assessments to determine appropriate programming. Weekly progress monitoring is completed and analyzed on each student receiving Tier II or Tier III support to ensure that adequate progress is made. If adequate progress is not made, a referral will be made to our special education staff. An Individual Education Plan, which targets specific needs with more intense intervention, will be implemented.

Twice yearly we evaluate students on a school-wide behavioral, social-emotional rating scale. This information, along with teacher observations and office referral data, helps identify students who may need social or emotional support. Students are seen individually or in small groups to help them with emotional issues or to develop social skills.

Our MAP data is analyzed each year for individual students and grade levels as a whole. Edison tests are administered monthly in grades 2-5. Scores on these tests are indicative of how students will perform on yearly MAP assessments. This data is broken down by skill and strand on individual or sets of students, giving the classroom teacher valuable information with which to flexibly group students. Data can be analyzed over time to determine which skills are continuously difficult for a particular student, allowing teachers to develop individualized instruction on the specific skills a student needs to be successful. Edison data is also analyzed for all students to guide whole-group planning and instruction.

Our collection of assessment data serves as a communication tool between our staff and students, their families and the community. One of our main goals is to establish a growth mindset in all of our students and staff. This collection of data is a powerful method of communicating progress and goal setting during

teacher-student conferences. Our pre-unit classroom assessments are used to measure existing knowledge of content and communicate learning goals to our students.

Formative assessments addressing multiple intelligences are administered and returned promptly with direct feedback to students and parents. Summative assessments are documented and returned to families to inform individuals of success, struggles and the next steps to be taken. These assessments, along with anecdotal notes from classroom teachers and additional school staff, are also shared during parent-teacher conferences to provide evidence of student learning.

Assessments and data are used to serve as communication between our school and the community as well. Student service learning projects and academic projects are showcased around the school on display for families and visitors. Academic progress including photographs of cooperative learning, end of unit projects, scores of assessments and individual awards, are shared via websites, newsletters and local media.

3. Sharing Lessons Learned:

Teachers and administrators at North Glendale Elementary School have shared lessons learned in a variety of ways. The story of North Glendale Elementary School's success is featured in several books that reach a national and international audience: Creating Culturally Considerate Schools: Educating Without Bias (Corwin Press, 2012) by authors Kim Anderson and Bonnie Davis; Equity 101: Culture (Corwin Press, 2013) by authors Curtis Linton and Bonnie Davis; and the best selling book, How To Teach Students Who Don't Look Like You: Culturally Responsive Teaching Strategies (Corwin Press, 2012), by author Bonnie Davis. The school is also the central focus of the new Solution Tree book, Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners (July, 2014). In these books, staff share the evolution of their work in several areas, especially in the areas of literacy and equity.

In the area of literacy, North Glendale staff developed strong literacy protocols which are described in the 2014 Solution Tree book. The book includes standards-based lessons, aligned with the Common Core State Standards, created by North Glendale Elementary classroom teachers. To begin the professional development in the area of literacy, the staff at North Glendale, led by literacy specialists Roberta McWoods and Vicki Johnson, worked collaboratively to build a research base to ensure success for all learners. After researching best literacy practices and collaboratively choosing a focus for each grade level team, teachers designed, taught, and shared lessons learned in-house to refine their practice. They shared these with a national audience in a book chapter describing the collaborative literacy process, including teacher walkthroughs to observe peers and learn lessons from one another. Continuing to reach a national audience, the literacy specialists presented the staff's literacy journey at the 2013 Learning Forward Conference in Dallas, Texas.

One of the areas of pride and accomplishment for the staff of North Glendale Elementary School is their journey to cultural literacy. North Glendale is one of the few schools in the country to embark on this arduous journey to understand culture, race, equity, and all "we don't know what we don't know." Begun in 2009, the staff chose to embark on a personal journey to better understand the achievement gaps they found when they disaggregated the data from state test scores. Why were their African American learners underperforming their Caucasian learners? Under the direction of Dr. Todd Benben, principal, Roberta McWoods, literacy coach and reading specialist and Damian Pritchard, fifth grade classroom teacher (currently gifted educator), they chose to begin their work in a book study. The book chosen was studied by a small group of teachers who thought the entire staff needed to participate. Now five years later, they have become a model of a school staff who courageously sought answers in areas that caused discomfort, fear and unknowing. As a result of their collaboration, their work has been published to a national audience in a book chapter (Chapter Six, "Taking A Cultural Literacy Journey," Cultural Literacy for the Common Core, 2014) and presented at a national conference, Learning Forward (2014) and in several keynotes given by author/consultant Bonnie Davis at state and national conferences. Other schools in the district as well as across the country have sought out North Glendale administration and staff to learn the lessons they learned in their cultural journey.

Author and consultant Bonnie Davis continues to share the story of North Glendale as she presents at national conferences and in multiple school districts across the country. Educators have contacted Principal Todd Benben to learn about the lessons learned at North Glendale and to schedule visits to the school to see firsthand the powerful work taking place.

4. **Engaging Families and Community:**

North Glendale has a long-standing tradition of partnering with families and community members to ensure student success and school improvement. Our principal, Todd Benben, plays an instrumental role in our success.

For example, Todd took the lead along with the PTO to organize and facilitate the process of funding and building our playground, a gathering place for Glendale families. Todd along with the Kirkwood School District convinced the community to pass a bond issue resulting in a 30,000- square-foot addition to North Glendale and the return of kindergarten to our learning community after a seventeen year absence.

North Glendale Elementary is considered the cornerstone of our Glendale community. It is evident in the way we use our facilities, as well as the number of parent and community volunteers who are seen in our hallways and on our playground. Parents are involved in many aspects of North Glendale. Each year parents hold a school auction and trivia night to benefit the school. In addition to volunteering in classrooms and the library, parents organize and lead trivia nights for grades 3-5, the school dance, a skating party, SACKS of Science, Girls on the Run, SCOOP (school newspaper), field trips, class parties, art enrichment, Field Day, Turkey Trot, and Shop and Raise. Other organizations also use North Glendale's facilities: Boy Scouts, Girl Scouts, and various sports teams.

Teachers play a critical role in the school-community relationship as well. Our kindergarten teachers make home visits to every incoming kindergartener before the school year begins to ensure a smooth transition. Our ELL (English Language Learners) teacher makes home visits to families and coordinates interpreters and other needed services for students and their families. Our Educational Support Counselors work closely with staff to meet children's needs beyond the classroom setting. School-wide we have various parent and curriculum nights, conferences and frequent communication with parents.

Teachers reach out to families in Meacham Park, a historic African-American neighborhood, with Believing Is Seeing, a tutoring program for North Glendale students, with an end of year picnic of celebration in their neighborhood.

North Glendale is part of the community. We have a strong relationship with Glendale Fire and Police Departments, the Kirkwood Greentree Parade and many local businesses who donate generously to our activities.

It's true. It takes a village to raise a child. With support from our principal, teachers, parents, support staff and community leaders, we are raising children to be the leaders of the generations to come.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The North Glendale curriculum reflects the initial phrase of our school pledge, "As a learner at North Glendale." We believe that our job is to engage, instruct and prepare our students as lifelong learners in a rapidly changing technological world. We believe this is best realized in a differentiated classroom engaging a variety of learning styles, interests, materials and addressing all levels of need within the curriculum. To be successful, students must be engaged, enlightened and challenged. Reading and writing are foundational across the curriculum. We are presently working to align all curricular areas with clear goals and outcomes within the Common Core State Standards.

Our literacy curriculum is a workshop approach integrating daily leveled reading and writing experiences. Students learn that reading and writing are meaning making processes that help them understand the world. Differentiated instruction is provided within flexible groups to meet the needs of students.

The objective of our math curriculum at North Glendale is to create mathematically literate students who can investigate mathematical situations and develop their own strategies. The curriculum is designed to help students become critical thinkers and efficient problem-solvers. Teachers use a workshop approach to deliver direct, differentiated instruction in small flexible groupings. At North Glendale, teachers strive to develop students who think mathematically and can transfer their thinking into everyday experiences.

Our physical education and health programs at North Glendale teach students how to build healthy bodies and establish healthy lifestyles by encouraging physical activity in their daily lives. This is achieved through the development of fundamental movement skills, body and spatial awareness, developmental games and activities, team, individual and dual sports and outdoor recreational and educational activities.

The North Glendale science curriculum focuses on scientific inquiry through collaboration and exploration. Teachers lead students through the scientific process by hands-on discovery of the life, physical and earth sciences.

Throughout the social studies curriculum at North Glendale, students are taught how to recognize problems in our world, ask good questions, draw conclusions, differentiate between facts and opinions and communicate possible conclusions. It is inquiry-based and emphasizes awareness of our culture, its changes and its past and how we look for future solutions.

The art program at North Glendale strives to assist each child to reach his/her fullest creative potential by providing an environment for artistic expression through the study of the elements and principles of art using various media. Children are exposed to various artists, periods and styles of art as well as creative problem solving through the use of higher level thinking skills.

The music curriculum provides students with the opportunity to explore music through movement, listening, singing and playing instruments. Students learn how to be listeners as well as performers of music through daily experiences with hands-on materials and current technology.

Technology permeates all curricular areas at North Glendale. Desktop computers, laptop and iPad carts are available for all students in all subject areas. Students in grades 3, 4, and 5 have individual iPads that are used daily for word processing, researching, creating visual projects, checking out materials from the library and collaborating with teachers and other classmates to increase creativity and engagement. IPads provide for equitable opportunities for achievement and effectively serve students with special needs.

The REACH program is designed to support the learning needs of students who possess significantly advanced knowledge and highly developed learning capabilities. These students require rigorous and challenging curriculum and learning opportunities that match their advanced learning potential in order to achieve personal goals and academic success of which they are capable.

The Olweus Bullying Prevention Program is a whole school program that addresses bullying at the school-wide, classroom, individual and community levels. Students receive a consistent, reinforced message about bullying over an extended period of time in a variety of settings and is designed for everyone, not just those who are bullied or those who bully others.

The curriculum at North Glendale is designed to develop the whole child to be better communicators, thinkers and participants in a global society within a climate of respect, responsibility, honesty, cooperation and perseverance.

2. Reading/English:

The goal of the North Glendale English Language Arts curriculum is to ensure that all students develop the necessary literacy skills in reading, writing, speaking, listening and language to be college and career ready. The reading curriculum is currently in the process of being aligned with the Common Core Standards. We recognize that excellent literacy instruction needs clear goals and outcomes.

Beginning in kindergarten, our North Glendale students see themselves as readers and writers through developmentally appropriate instruction. Using the Daily 5 model, students receive differentiated instruction in phonemic awareness, phonics, decoding, language development, comprehension and spelling.

We have chosen a balanced literacy model utilizing a workshop format of differentiated instruction and practice in reading and writing for all learners. Classroom teachers use authentic texts as they read aloud daily, provide direct guided reading and writing instruction within flexible groupings, facilitate independent reading time, present shared reading experiences and develop meaningful word work.

Engagement and motivation are key contributors to the success of our students. They make choices regarding their writing and reading and are encouraged to work together, appreciate the ideas of others, disagree respectfully, and take responsibility for their own learning and behavior.

Classroom teachers evaluate and monitor student progress through various assessments: Fountas & Pinnell Benchmark Assessment System, Scholastic Reading Inventory (SRI), Edison Learning, Aimsweb, and Reading Plus Insight Assessment. Teachers use this assessment information to monitor student progress, plan further interventions and determine groupings.

Effective supports and interventions are available as soon as teachers become aware that a student is experiencing difficulty. Students reading below the fiftieth percentile are identified using a universal screening test within a Response to Intervention model. Students needing Tier 2 or Tier 3 instruction receive specially designed interventions from the building instructional specialists. Students in grades K-2 receive individual and small group guided reading and writing. Students in grades 3-5 receive small group instruction supported by Reading Plus, a web-based silent reading program that teaches fluency, vocabulary and comprehension.

Students reading above grade level receive differentiated classroom instruction using challenging fiction and non-fiction texts. Teachers develop writing and higher level thinking skills within book groups, self-selected book studies and research projects. Reading Plus is also used to enrich instruction.

The new standards have raised the level of rigor in English and Language Arts. The North Glendale staff works collaboratively to develop attainable goals and continuously evaluates them to ensure growth and success for all students.

3. Mathematics:

North Glendale's math curriculum focuses on creating mathematically literate students. This requires an emphasis on reasoning and meaning making and ensures that each student can think logically and flexibly about our number system. Students are expected to investigate mathematical situations and develop their

own strategies. They present strategies to one another and learn to employ a variety of problem solving techniques. The curriculum supports students who will bring flexible and efficient problem solving skills into our ever-changing, information-based society.

The math curriculum is aligned with the Common Core State Standards and includes important domains in elementary mathematics: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data and geometry. The curriculum makes explicit connections between these areas. Concepts and skills build upon each other from one year to the next.

One scenario within our building is kindergarteners taking inventory of the materials in their classrooms in order to build the foundational skill of place value. Teachers observe students counting markers, books, glue sticks and pencils, bundling those items into groups of ten and recording the data on a class chart. In this way, teachers observe student number sense as they work cooperatively to problem solve the number of objects by counting in an efficient way. It is our belief that in order to become mathematicians, children need to work within real contexts.

Students who are performing below grade level are identified through school-wide benchmarking, classroom assessments and teacher observations. When a student is not meeting expectations, teachers, special educators and math specialists collaborate to put effective supports in place. Classroom teachers and math specialists provide focused, small group instruction for these students. Math specialists and assistants provide extra support during classroom instruction; students with higher levels of need receive additional, more intense math instruction using research-based programming. All students who receive additional support are closely monitored to ensure adequate progress. The data collected are used to make informed decisions about each student's progress and intervention efficacy.

Classroom teachers and teams collaborate to differentiate instruction for students with advanced readiness. Students participate in specialized small groups in their classrooms and across grade level teams. For students needing the most intense level of enrichment, North Glendale utilizes a protocol to identify students for subject area grade acceleration.

4. Additional Curriculum Area:

The Physical Education and Health curriculum at North Glendale prepare students for a lasting journey of healthy living as life-long learners and to be productive members of the local community and our current society. These shared goals and values are demonstrated on a daily basis through collaborative instruction and a cooperative learning environment. The expectation is that all students act with respect, responsibility, honesty, cooperation and perseverance. In this nurturing environment, students feel safe and are continually challenged to take risks to become more physically educated and to grow as individuals. New forms of student development include athletic skills, fitness exercises and health concepts.

North Glendale believes that differentiated instruction is the key in engaging each individual student in fitness appreciation and in reinforcing life-long learning. By developing trusting relationships with each student we identify how each student learns most effectively. In addition, staying current with researched-based best practices in health and physical education, ensures that students are up-to-date on strategies for improving their physical, cognitive and emotional health. These whole-student topics include brain gym, fitness training and nutrition education, as well as decision-making and relaxation strategies.

It is well known that current brain research shows the positive impact of exercise and its effects on learning. Therefore, the daily Physical Education routine at North Glendale is structured to provide maximum movement and maximum time on task. The goal is to provide movement activities for at least ninety percent of a class period. This requires students to demonstrate grit and perseverance on a daily basis. Students are expected to commit, take risks and persevere in their learning. In addition, productive members of society acquire certain life skills, such as goal-setting, decision making and interacting appropriately with others. Students are expected to demonstrate these skills in cooperative and team-building activities, where they learn to share successes as well as failures.

The mission of North Glendale is to develop life-long learners who are productive members of society. The goal of the Physical Education and Health program is to provide students with the knowledge, skills and confidence necessary to enjoy a lifetime of healthful physical activity, while exhibiting responsible personal and social behavior.

5. Instructional Methods:

North Glendale strives to meet the needs of every learner, every day. At the school level many methods are employed to achieve this goal. Math is taught from 9:00-10:00 a.m. in grades 2 through 5. This timing allows students who have been identified as accelerated in math to attend a higher grade-level class. Students identified as below grade level receive daily math intervention with either the math interventionist or trained teacher assistants. Aimsweb benchmarking, formative and summative assessments continue to inform decisions regarding interventions so the process remains fluid and responsive to the changing needs of students. Aimsweb, Fountas & Pinnell, Scholastic Reading Inventory and Reading Plus assessments give us a complete and in-depth view of our student's literacy strengths and weaknesses. Data is consistently monitored to ensure proper placement and appropriate interventions are in place for all students. If learning goals are not being met, we use an ASSIST model to brainstorm possible solutions. Students identified as gifted receive small-group instruction in the REACH program. High-achieving students that did not qualify for REACH receive small group enrichment instruction. Chess Club, Scoop Editors Club (school newspaper), NGTV (school news broadcast), STARS (after-school math help) and Believing Is Seeing (after school tutoring) are some of the programs available to identified students to improve and extend learning.

Classroom teachers continue to differentiate instruction based on data, daily student work and relationships with students. Data and student work inform teachers what skills need re-teaching and what students need enrichment activities to extend learning. A peek inside a classroom on an average day may have a small group receiving a mini-lesson with the teacher, a student watching a tutorial on their iPad, some students working on the skill independently and others transferring their knowledge to complete a project or solve a real-world problem. Peer-teaching and strategic pairings are used to challenge and support all levels of learners during projects and learning activities.

North Glendale students in grades 3-5 each have an iPad and grades K-2 will have them for the 2014-2015 school year. This tool creates the opportunity for students to drive their learning. Programs and apps that support Common Core curriculum allow students to practice or learn necessary skills whenever time is available. Teachers can assign specific tasks to students that target areas of weakness. Most importantly, students may pursue the answers to burning questions, investigate new interests, research issues and create, communicate and collaborate.

6. Professional Development:

Professional Development at North Glendale Elementary School takes place at two important levels: Building and District.

North Glendale demonstrates a sense of community among all staff and focuses on the professional responsibility and the tasks of educating students to their highest potential. Data-based decision making drives the selection of resources and professional development in order to target student needs. One of our shared commitments state that we will work collaboratively with one another, we will develop attainable goals for each student and we will continuously re-evaluate and assess our efforts to ensure the success of all students. We participate in various kinds of learning communities in which experiences, ideas and challenges are shared. We encourage and support each other to implement changed practice.

The second shared commitment, we will have courageous conversations about race as a building, was addressed in our book studies of Courageous Conversations About Race and How to Teach Students Who Don't Look Like You. Other books studies include Mindset, Learning by Doing, Conscious Discipline, and Why Gender Matters. By engaging in book studies for the entire staff, these professional learning opportunities allow us to connect with the research, with the goal that we will respond to the diversity and varied realities of our students.

Examples of these commitments are carried out when we do weekly grade level and data team meetings, staff learning, teacher-aid training, technology training and work with our instructional specialists/learning consultants. We celebrate each other and our students' success through an ongoing celebration email chain. We support and value each other socially, emotionally and professionally. We share a strong sense of commitment to grow as professionals in order help our students to continually grow as learners.

At the district level, two staff members participate in our district's professional development committee. This committee listens to the voices across the district and provides quality opportunities for us to grow as educators during half and whole day activities. Through the PDC, staff members may apply for grants to attend professional learning experiences outside of our school district. New teachers benefit from a mentoring program with scheduled opportunities for collaboration and reflection with a mentor.

Teachers at North Glendale collectively understand that the effectiveness of our professional development is measured by the impact it has on our practice and the achievement of our students.

7. School Leadership

The North Glendale learning environment is what sets our school apart from others. North Glendale students are successful and thrive academically, emotionally and socially through our leadership philosophy. Our standard of excellence begins with our principal, who sets the tone and models the building of strong relationships among staff and students. Our school policies, programs and resources are all reflective of the belief that a strong relationship with our students is the foundation for student achievement.

From the moment you walk into our school you feel a sense of pride. Students are proud to be at North Glendale and take ownership for the school as well as staff, families and community members. Students feel the love and have a sense of belonging. They feel safe and this sense of security allows students to take risks in their learning, fail and try again and ultimately persevere and succeed. Our principal and assistant principal, as school leaders, empower students, staff, families and community members to build relationships, effectively communicate, collaborate with one another, problem solve and above all to advocate and stand up for self and others. By doing this, we are creating a culture of educational equity.

Our school leaders value relationships and believe they are the key to success. Our principal and assistant principal take time out of their busy schedules to walk into our learning environments every single day, acknowledge each individual in the classroom with a pat on the back, hug or high five and witness student engagement and learning in action. They are also there to watch as some students reach milestones and others climb mountains and celebrate each success along the journey. In this way children understand what they do matters, and adults notice and celebrate their success.

Our school leadership makes decisions based on the best interests of our students and works collaboratively to ensure seamless interventions and academic support to meet the needs of every single learner. Teaching assistants support student learning in small guided reading, math and writing groups as well as providing necessary motor lab breaks.

The Response to Intervention (RTI) process plans for students who need extra support academically with Special School District or through our Reading and Math Interventionists. The REACH program supports our gifted learners at different levels. Our school Counselor, Educational Support Counselor and School Psychologist work with students one on one, small group and in large group settings, to give active suggestions and encouragement to meet students' emotional needs so that students are able to achieve success academically.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3
Publisher: CTB McGraw-Hill

Test: Missouri Assessment Program (MAP) Test
Edition/Publication Year: 2006

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	74	83	85	79	78
% Advanced	28	28	23	28	28
Number of students tested	85	80	65	71	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1		1	1
% of students tested with alternative assessment		1		1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	29	54	38	58	31
% Advanced	7	15	0	25	8
Number of students tested	14	13	8	12	13
2. Students receiving Special Education					
% Proficient plus % Advanced	44	46	67	44	50
% Advanced	22	18	17	0	33
Number of students tested	9	11	6	9	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	27	33	44	42	25
% Advanced	0	0	11	8	0
Number of students tested	11	9	9	12	12
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	81	89	92	91	89
% Advanced	34	31	28	36	33
Number of students tested	68	64	51	53	54
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4
Publisher: CTB McGraw-Hill

Test: Missouri Assessment Program (MAP) test
Edition/Publication Year: 2000

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	78	78	76	65
% Advanced	25	16	38	19	7
Number of students tested	91	68	72	69	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	50	56	77	39	29
% Advanced	0	0	18	8	0
Number of students tested	16	9	17	13	14
2. Students receiving Special Education					
% Proficient plus % Advanced	50	80	30	40	0
% Advanced	0	0	0	20	0
Number of students tested	10	5	10	5	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	38	38	45	27	33
% Advanced	0	0	0	0	0
Number of students tested	13	8	11	11	12
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	85	89	84	74
% Advanced	30	20	51	20	9
Number of students tested	71	54	53	55	53
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5
Publisher: CTB McGraw-Hill

Test: Missouri Assessment Program (MAP) Test
Edition/Publication Year: 2006

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	89	85	85	71
% Advanced	34	56	43	36	33
Number of students tested	74	66	72	61	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1			
% of students tested with alternative assessment		1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	50	83	46	56	17
% Advanced	0	25	23	22	11
Number of students tested	10	12	13	9	18
2. Students receiving Special Education					
% Proficient plus % Advanced	33	58	60	25	17
% Advanced	0	33	40	0	0
Number of students tested	6	12	5	4	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	56	67	38	56	7
% Advanced	0	0	15	11	7
Number of students tested	9	6	13	9	15
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	94	95	92	90
% Advanced	41	71	49	44	43
Number of students tested	58	51	58	48	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 3
Publisher: CTB McGraw-Hill

Test: Missouri Assessment Program (MAP) Test
Edition/Publication Year: 2006

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	72	76	80	78	71
% Advanced	41	45	54	44	41
Number of students tested	85	80	65	71	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1		1	1
% of students tested with alternative assessment		1		1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	21	23	50	42	23
% Advanced	14	8	13	33	0
Number of students tested	14	13	8	12	13
2. Students receiving Special Education					
% Proficient plus % Advanced	56	46	33	33	33
% Advanced	0	18	17	0	0
Number of students tested	9	11	6	9	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	9	0	56	33	17
% Advanced	0	0	22	8	0
Number of students tested	11	9	9	12	12
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	82	88	86	89	81
% Advanced	50	52	61	57	48
Number of students tested	68	64	51	53	54
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 4
Publisher: CTB McGraw-Hill

Test: Missouri Assessment Program (MAP) Test
Edition/Publication Year: 2006

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	81	84	85	84	75
% Advanced	52	53	51	49	36
Number of students tested	91	68	72	69	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	38	44	59	46	36
% Advanced	19	11	35	8	7
Number of students tested	16	9	17	13	14
2. Students receiving Special Education					
% Proficient plus % Advanced	30	40	60	60	0
% Advanced	10	20	30	0	0
Number of students tested	10	5	10	5	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	31	50	45	45	33
% Advanced	15	0	18	9	8
Number of students tested	13	8	11	11	12
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	91	94	91	85
% Advanced	58	65	64	54	45
Number of students tested	71	54	53	55	53
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Missouri Assessment Program (MAP) Test

All Students Tested/Grade: 5

Edition/Publication Year: 2006

Publisher: CTB McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	89	88	85	78
% Advanced	54	58	53	56	50
Number of students tested	74	66	72	61	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1			
% of students tested with alternative assessment		1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	70	67	54	56	28
% Advanced	20	25	8	22	11
Number of students tested	10	12	13	9	18
2. Students receiving Special Education					
% Proficient plus % Advanced	50	67	60	50	50
% Advanced	17	33	20	0	0
Number of students tested	6	12	5	4	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	78	50	46	56	20
% Advanced	0	0	8	11	7
Number of students tested	9	6	13	9	15
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	96	97	92	95
% Advanced	66	71	62	65	64
Number of students tested	58	51	58	48	58
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: